



Year 2: Remote Learning Schedule

W/C 25 th January	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Maths (approx. 45 mins per lesson) This week our focus is: Division</p>	<p>Lesson 1: Making equal groups- grouping recap Click on the link here.</p>	<p>Lesson 2: Making equal groups- grouping embed Click on the link here.</p>	<p>Lesson 3: Divide by 2 Click on the link here.</p>	<p>Lesson 4: Odd and even numbers Click on the link here.</p>	<p>Lesson 5: Arithmetic Skills (5a) Challenge yourself with our weekly number skills check.</p>
	<p><i>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>				



Remember to log in to [TT Rockstars](#) each week to practise your times tables!

Message your teacher on **ClassDojo** if you've forgotten your login details.



Remember to share your learning on ClassDojo!

Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.



<p>English (approx. 45 mins per lesson) This week our focus is: Information texts – fact files</p>	<p>Lesson 1: Reading Comprehension The Runaway Iceberg</p>	<p>Lesson 2: To write a fact file Write a short paragraph about appearance/ adaptations of an Antarctic animal.</p>	<p>Lesson 3: To write a fact file. Write a short paragraph about the diet/habitat of an Antarctic animal.</p>	<p>Lesson 4: To write a fact file Engage the reader by writing WOW facts.</p>	<p>Lesson 5: To use question marks Make an Antarctica quiz using facts learnt during this topic.</p>
	<p><i>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</i></p>				

This week's spellings are: one, once, ask, friend, school, push, pull, full, house, our **(Remember to test yourself on Friday!)**

Reading for Pleasure is such an important part of our curriculum – follow the link [here](#) to listen to the story 'Cuddly Dudley' by Jez Alborough

Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.

Mon:	Tues:	Wed:	Thurs:	Fri:
Music	DT	PSHCE	Science	Computing

Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. At the end of this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!



Maths lesson 1:



Make equal groups – grouping

1 Here are some socks.



a) Draw lines to match the pairs of socks.

b) Complete the sentences.

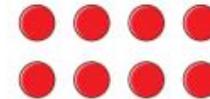
There are socks altogether.

There are socks in each pair.

There are pairs of socks.



2 Here are some counters.



a) Circle groups of 2

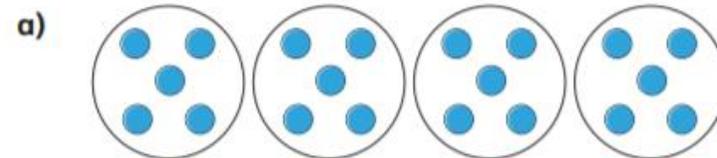


b) Complete the sentences.

There are counters altogether.

There are equal groups of 2 counters.

3 Complete the sentences.

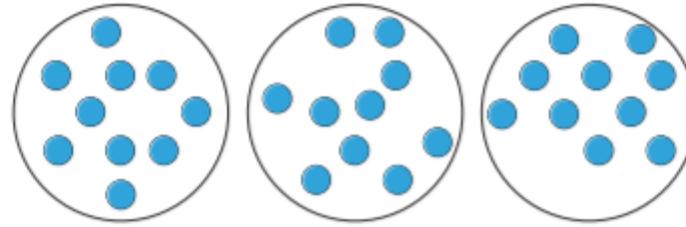


There are counters altogether.

There are equal groups of counters.



b)



There are counters altogether.

There are equal groups of counters.

4 Use 30 counters.

a) How many equal groups of 2 can you make?

b) How many equal groups of 5 can you make?

c) How many equal groups of 10 can you make?

Talk about your answers.





Maths lesson 2:

Make equal groups – grouping

White
Rose
Maths

- 1 Annie has 10 apples.



Annie has some plates.
She wants to put 2 apples on each plate.
Show how Annie groups the apples.

Complete the sentences.

There are apples.

There are apples on each plate.

There are plates.



- 2 Take 15 counters.



Put the counters into groups of 3

Complete the sentences.

There are 15 counters.

The counters are in groups of

There are groups.

- 3 Mo has 20 chairs.

- a) Circle groups of 5 chairs.



- b) How many groups did you circle?

- c) Complete the number sentence.

$$\boxed{} \div \boxed{} = \boxed{}$$

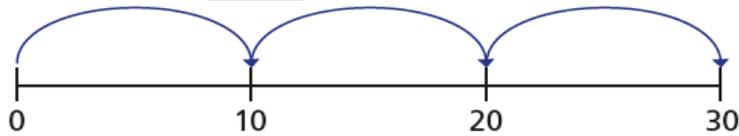




Maths lesson 2 continued:

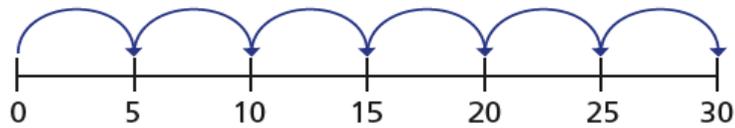
- 4 Complete the number sentences.
Use the number line to help you.

a) $30 \div 10 = \square$



30 is made of equal groups of

b) $30 \div 5 = \square$



30 is made of equal groups of

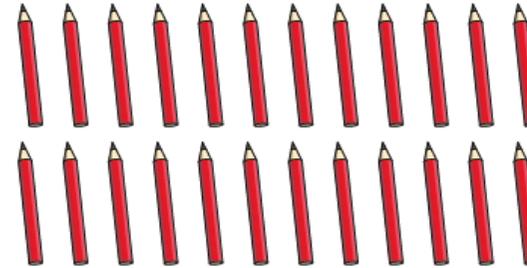
- c) Investigate other equal groups you could make with 30



Talk about it with a partner.



- 5 Eva is putting 24 pencils into pots.



She puts 2 pencils into each pot.
How many pots does Eva need?

$$\square \div \square = \square$$

Eva needs pots.

6

With 40 counters
you can only make equal
groups of 4 and 10



Is Ron correct? _____

Use counters to show how you know.





Maths lesson 3:

Divide by 2



1 Complete the sentences.

a)



There are 12 cherries.

There are groups.

There are cherries in each group.

$12 \div 2 = \square$ $2 \times \square = 12$

b)



There are 10 muffins.

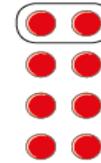
There are muffins in each group.

There are groups.

$10 \div 2 = \square$ $\square \times 2 = 10$

2 Complete the number sentences for each array.

a)



$\times 2 = 8$

$8 \div 2 = \square$

b)



$\times 2 = 16$

$16 \div 2 = \square$

3 There are 14 socks.



Amir puts them in pairs.

a) How many pairs of socks does he have?

b) Complete the number sentence.

\div $=$





Maths lesson 3 continued:

- 4 Use the number lines to complete the division sentences.

a) $12 \div 2 = \square$



b) $20 \div 2 = \square$



Is there another way to work this out?

- 5 Alex has 22 pencils.
She puts them into pots.
Each pot has 2 pencils.
How many pots does Alex need?



$22 \div 2 = \square$

Alex needs \square pots.



6



If I know my
2 times-table, I can use this
to help me divide by 2

Do you agree with Dora? _____

Talk about it with a partner.



- 7 Complete the divisions.

a) $6 \div 2 = \square$

e) $\square \div 2 = 5$

b) $10 \div 2 = \square$

f) $\square \div 2 = 6$

c) $14 \div 2 = \square$

g) $\square \div 2 = 9$

d) $0 \div 2 = \square$

h) $\square \div 2 = 11$



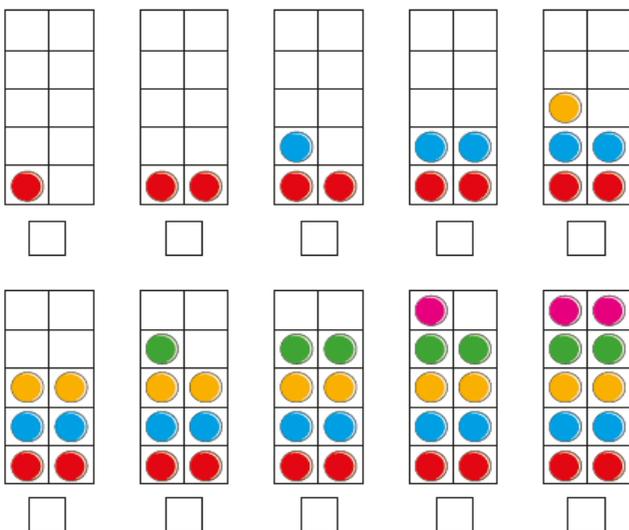


Maths lesson 4:

Odd and even numbers



1 Eva uses counters to make the numbers from 1 to 10



Tick all the numbers that are even.
What do you notice about all the even numbers?

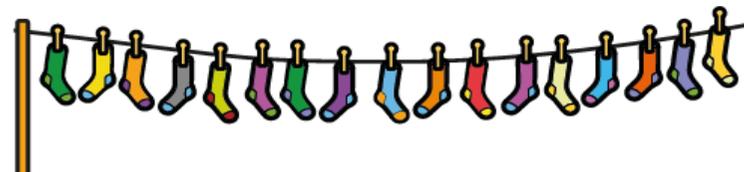
2 Use counters and ten frames.
a) Show that 14 is an even number.
b) Show that 15 is an odd number.
c) Work out whether 18 is even or odd.
Compare answers with a partner.



3 Draw circles to show the groups.
a) Group the shoes in 2s to show that 16 is even.



b) Group the socks in 2s to show that 17 is odd.



4 Colour all the even numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

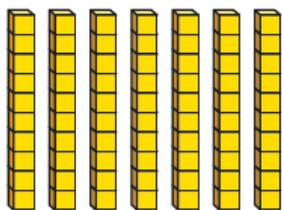
What do you notice about the last digit of all the even numbers?





Maths lesson 4 continued:

- 5 Dexter makes the number 70 from base 10



70 is odd as you cannot share into 2 equally.



What mistake has Dexter made?

- 6 a) Teddy has a 2-digit number.
The 1st digit has been covered up.



Is Teddy's number odd or even?
Circle your answer.

odd even you cannot tell

How do you know?

- b) Dora has a 2-digit number
The 2nd digit has been covered up.



Is Dora's number odd or even?
Circle your answer.

odd even you cannot tell

- 7 Roll 2 dice and find the total.

Complete the table.

Dice 1	Dice 2	Total	Is the total odd or even?
3 (odd)	2 (even)	$3 + 2 = 5$	odd

What patterns can you spot?

- 8 Whitney is making a number pattern.

, 5, 7, 9, 11, 13, 15, ,

- a) Write the missing numbers.
- b) Write 2 numbers greater than 30 that could be in the pattern.
- c) Write 2 numbers greater than 60 that could not be in the pattern.



Maths lesson 5:

1

$$9 + 7 = \boxed{}$$



3

$$65 + 5 + 5 = \boxed{}$$



2

$$17 - 4 = \boxed{}$$



4

$$7 + 2 = \boxed{}$$





5

$$3 + 7 + 8 = \boxed{}$$

1 mark

7

$$5 \times 2 = \boxed{}$$

1 mark

6

$$58 - 30 = \boxed{}$$

1 mark

8

$$6 \times 3 = \boxed{}$$

1 mark

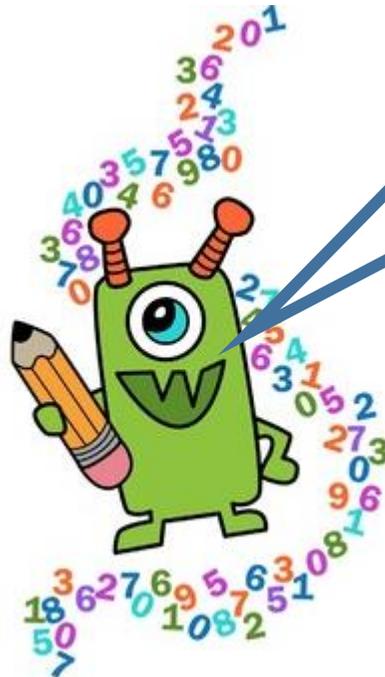


13

$$\frac{1}{4} \text{ of } 36 =$$

1 mark

Don't forget to use drawings and written methods to help you with those tricky questions! You have 15 minutes to complete your arithmetic, set a timer and then mark your work using the answer sheet!





English- practise your spellings: Look, cover, say, write and check!

one					
once					
ask					
friend					
school					
push					
pull					
full					
house					
our					

Can you write some sentences that include 2 your spellings?

English- Lesson 1 reading comprehension

The Runaway Iceberg

"Land ahoy!" shouted Rossi, looking out to sea with her telescope. "Shall we dive in and explore, Captain?"

"You know I don't like swimming," Gaspar said with a sigh.

Suddenly, a cracking sound came from below them. Before they had realised what was happening, a chunk of ice had broken off and Gaspar and Rossi were floating out to sea on an iceberg. "Quick – swim!" shouted Rossi.



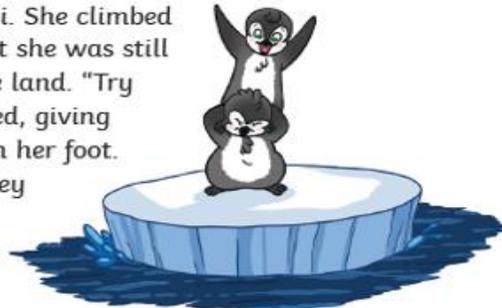
But Gaspar was afraid. "I can't!" he cried, peering into the deep, dark sea below. The iceberg floated out farther and farther until they could no longer see land. "What are we going to do?" asked Gaspar, trembling. "How will we ever get back?"



"We're brave explorers, remember," said Rossi, holding Gaspar's flippers. "We will find a way."

Gaspar took a deep breath. "I guess we could use our flippers to row back," he said. "But which way is home?"

"Lift me up!" said Rossi. She climbed onto Gaspar's head but she was still not high enough to see land. "Try jumping!" she suggested, giving him a little nudge with her foot. Gaspar jumped and they both landed on the ice with a thud.



"Need some help finding your way?" asked a snow petrel from above.

"Oh, yes, please!" called Gaspar. "Which way is land?"

"It's this way," called the snow petrel, flying high above them.



Gaspar and Rossi used their flippers to row as hard as they could but the current kept pushing them the wrong way.

"Need us to give you a push?" asked an Antarctic silverfish from below.

"Oh, yes, please!" called Gaspar.

The silverfish pushed the iceberg along until suddenly, it became stuck.



"We'll never get through here!" exclaimed Gaspar.

"Need some help breaking through the ice?" asked a blue whale from the deep.

"Oh, yes, please!" called Gaspar.

With a huge flip of its tail, the whale smashed the ice and cleared the way. Gaspar and Rossi bobbed along behind it, glad to finally be on their way back to safety.

English- Lesson 1 reading comprehension continued

The Runaway Iceberg

"Land ahoy!" squawked the snow petrel.

"It's all been a great adventure," said Rossi, grinning. "We're just like real explorers!" The sun shone brightly in the sky as Gaspar and Rossi headed for home.



"Hey! Stick to your side, Captain!" laughed Rossi as Gaspar's tail feathers tickled her feet.

"I'm right on the edge!" grumbled Gaspar. The two penguins turned to face each other in shock. The iceberg was getting smaller... and smaller! "It's melting!" shrieked Gaspar. "We need to move faster!"

The silverfish swam quicker and the blue whale helped to push but the ice was melting too fast. "We'll have to swim from here," said Rossi. "You can do this, Gaspar. I know you can. You are the captain, after all!"

The silverfish started to cheer. "Gaspar! Gaspar! Gaspar!" Soon everyone had joined in and Gaspar began to feel braver.

Gaspar gulped. Then, with one big jump, he splashed into the water. "Brrrr!" he spluttered. "It's so chilly!"

"Use your flippers!" shouted Rossi as she dived in over Gaspar's head. "Wheeeeeee!" said Rossi as she headed for home. Gaspar flapped his flippers and followed nervously behind.



The Runaway Iceberg

It wasn't long before Rossi and Gaspar were back home with their families. "You did it, Captain!" said Rossi. "You got us through our most dangerous adventure yet."

"I guess I did!" agreed Gaspar, feeling proud. "But I couldn't have done it without my trusty first mate."



English- Lesson 1 reading comprehension questions

The Runaway Iceberg

Questions

1. Who are the main characters in this story? Tick one.

- the blue whale and the snow petrel
- Gaspar and Rossi
- the silverfish

2. What makes a cracking sound in the story? Tick one.

- a chunk of ice breaking off
- Gaspar hitting his head
- Rossi stomping her feet

3. Why is Gaspar worried when the iceberg floats out to sea?

4. Draw a line to match up the boxes to complete the sentences.

"You know I don't like

get home?"

"How will we ever

swimming."

"I guess we could use our flippers

to row back."

5. Complete this sentence.

"You got us through our most dangerous _____ yet!"

journey

adventure

day

English- Lesson 2

Using our WAGOLL from our live session, write a paragraph all about your animal's features. Include what they look like as well as how they adapt and survive in Antarctica.

Don't forget to include:

- A question/heading
- Key facts
- Full sentences using capital letters, full stops and finger spaces.
- Conjunctions e.g. and, because, but
- Expanded noun phrases e.g. The clever penguin...
- A labelled diagram of your animal

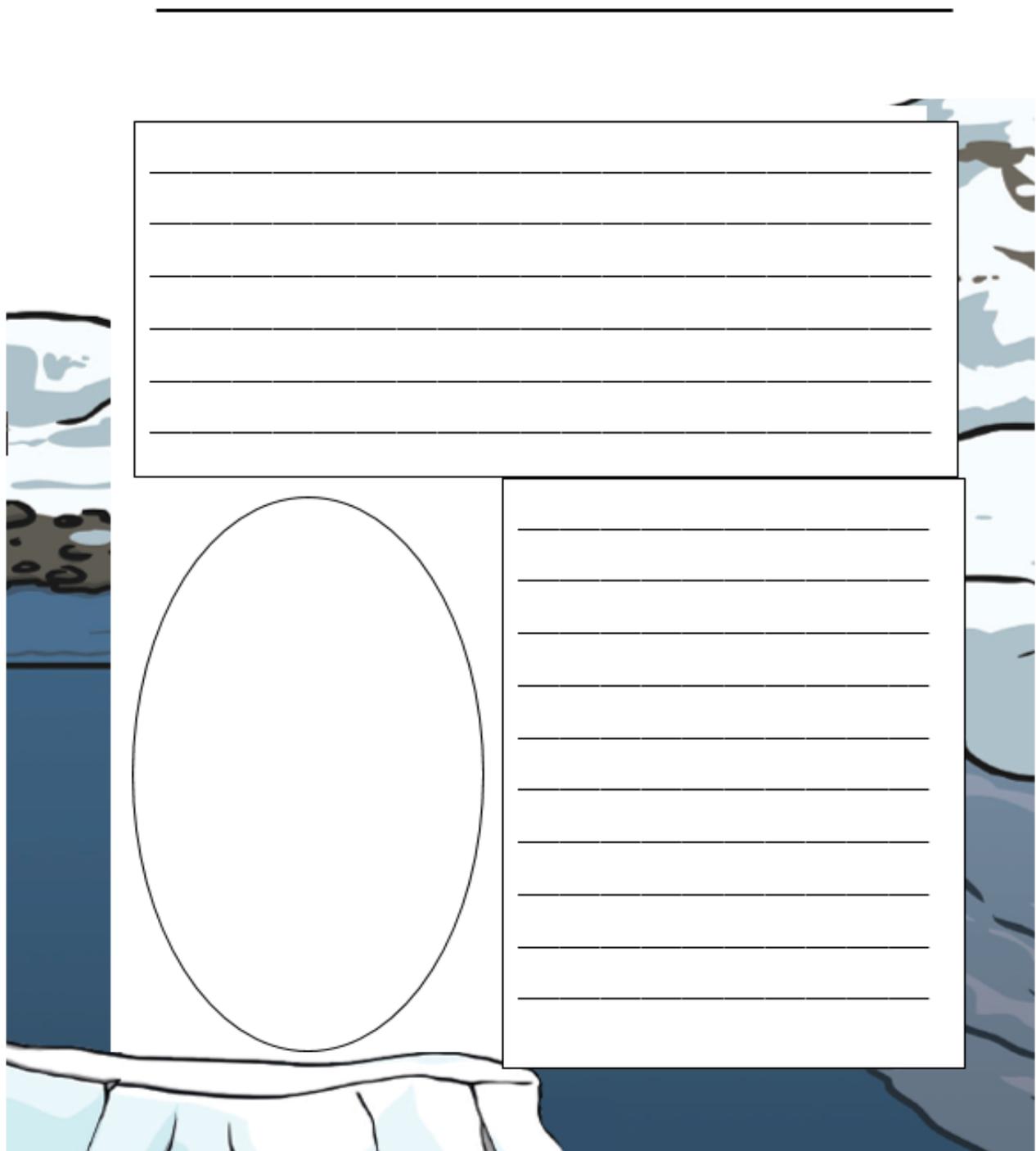
The writing area consists of a large white rectangle with a black border. Inside the rectangle, there are 12 horizontal lines for writing. At the bottom of the rectangle, there is a large, empty circle intended for a diagram of an animal. The background of the page features a stylized illustration of a penguin in a snowy, icy environment.

English Lesson 3

Using our WAGOLL from our live session, write a paragraph all about your animal's diet and habitat. Include whether they are a herbivore, omnivore or carnivore as well as where in Antarctica they live. Don't forget to list the food your animal eats.

Don't forget to include:

- A question/heading
- Key facts
- Full sentences using capital letters, full stops and finger spaces.
- Conjunctions e.g. and, because, but
- Expanded noun phrases e.g. The clever penguin...
- Commas in a list e.g. This super swimmer catches its prey including fish, krill, squid and other small sea creatures.



English Lesson 4

Using our WAGOLL from our live session, write a family facts/ other information paragraph. Include what a group of your animal is called as well as WOW facts to impress the reader.

Don't forget to include:

- A question/heading
- Key facts
- Full sentences using capital letters, full stops and finger spaces.
- Conjunctions e.g. and, because, but, so
- Expanded noun phrases e.g. The clever penguin...
- Commas in a list e.g. This super swimmer catches its prey including fish, krill, squid and other small sea creatures.

A large writing area with a background illustration of a penguin in a snowy landscape. The writing area consists of a large rectangle with horizontal lines for text, and a large empty circle below it for a drawing.

English Lesson 5

Now you have written your fact file, your job today is to create a quiz all about your animal; you can even extend your questions to include Antarctica. When it is finished, give your quiz to someone else to test their knowledge.

VIPs:

- Remember question marks so the questions are clear to the reader.
- Your questions must have an answer that you know.
- Use different styles of questions.

Here are some examples:

YES/NO questions

E.g. Do penguins live in Antarctica?

Inference questions

(get your reader to have a think)

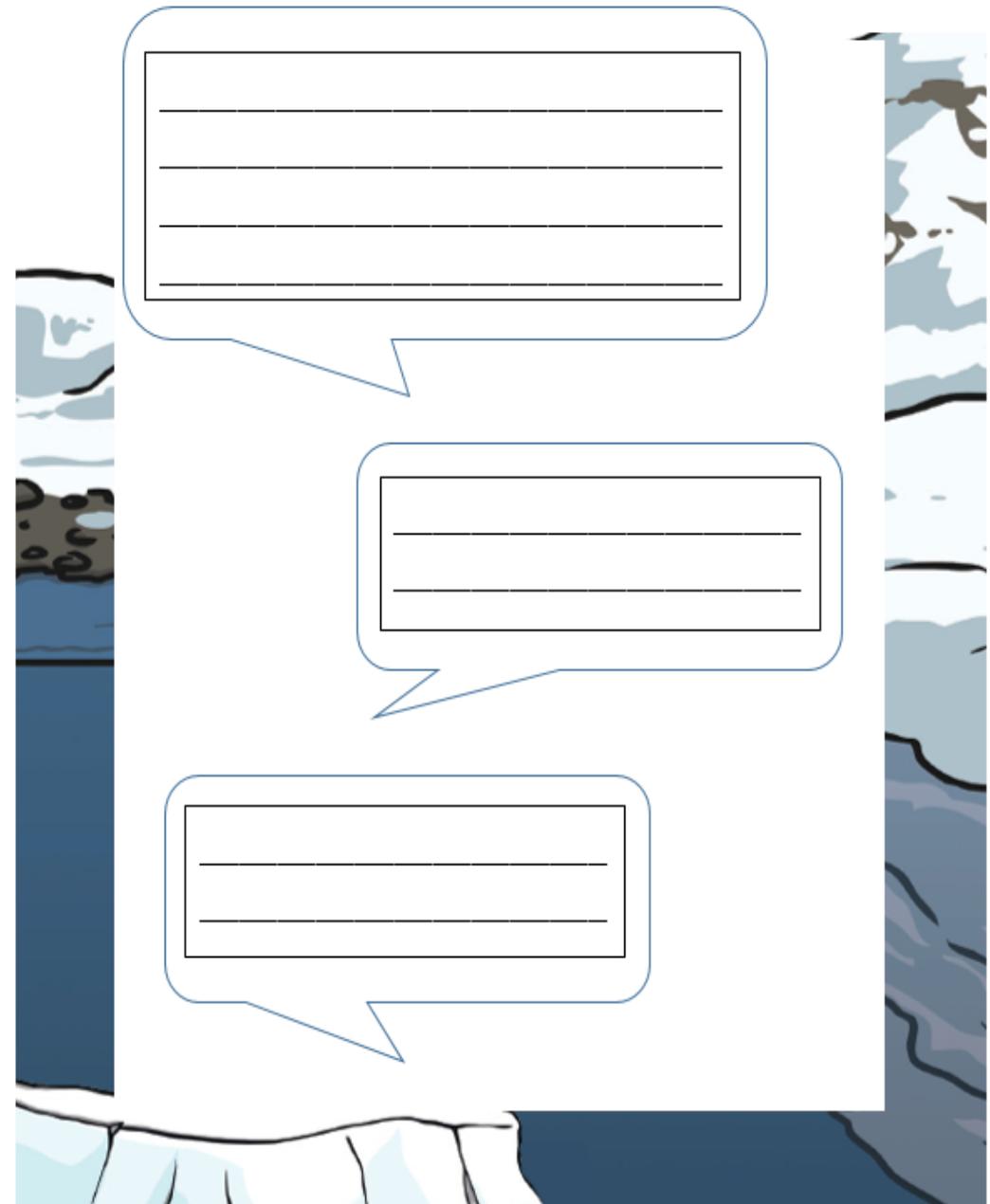
E.g. Why do you think penguins need to be good swimmers?

Multiple choice questions

Do penguins eat:

- a. fish, krill and squid
- b. fish, skill and polar bears
- c. krill, squid and ice

To complete your quiz, you need to write at least 8 different questions for someone else to answer.
Don't forget to share your work on ClassDojo.



Reading for productivity: Lesson 1- Music

Deep Sea Explorers

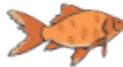
For thousands of years, people have been interested by the world's oceans. Read on to find out about three explorers and their missions to discover below the waves.

Jacques Cousteau

Jacques Cousteau was a well-known photographer who looked at habitats in the ocean. He was born 11th June 1910 in France.

Jacques loved to swim in the Mediterranean Sea using a pair of goggles that his friend had given him.

In 1948, Jacques was part of a mission to find a Roman shipwreck. This was the beginning of exploring sunken ships.



Sylvia Earle

Sylvia Earle is an American underwater photographer, explorer and author. She was born 30th August 1935 in New Jersey, USA.

She loves to teach people about overfishing and pollution in the world's oceans.

Sylvia hopes to protect 30% of the world's oceans by the year 2030 by creating areas called 'hope spots' where marine wildlife is protected.

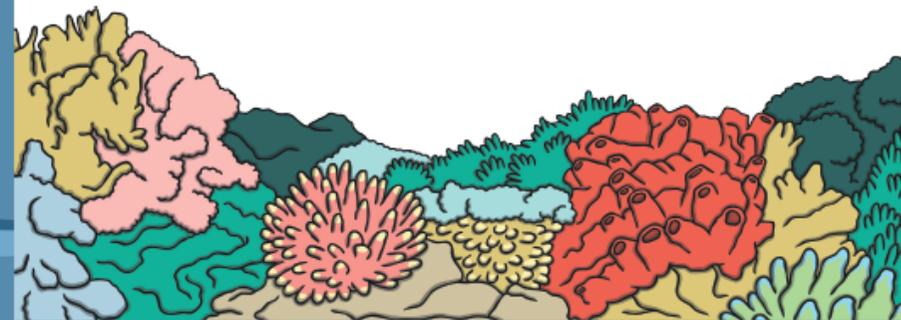
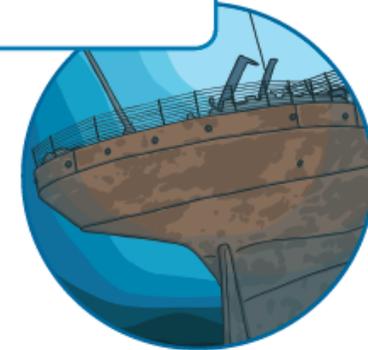


Robert Ballard

Robert Ballard is an American ocean photographer and explorer. He was born 30th June 1942 in Kansas.

Robert and a team of engineers built a robot that could send live video from the ocean floor. They called it 'Argo'.

In 1985, Robert was part of a huge mission to find the RMS Titanic shipwreck, a ship that had been missing since 1912.



Reading for productivity: Lesson 1- Music

Deep Sea Explorers Questions

1. When was Jacques-Yves Cousteau born? Tick **one**.

- 11th June 1933
 11th June 1948
 11th June 1910

2. What did Jacques's friend give him to swim in the Mediterranean Sea?

3. Draw lines to match these sentences.

She loves to teach people	world's oceans by the year 2030.
Sylvia hopes to protect 30% of the	in New Jersey, USA.
She was born 30 th August 1935	about overfishing and pollution.

4. Circle **true** or **false** to show whether these sentences are correct.

Robert was part of a team to locate the RMS Titanic.	True/False
Robert was born in New Jersey, USA.	True/False
Robert and a team of engineers built a robotic sub.	True/False

5. What is the name of the robotic sub that could send live video from the ocean floor?

Year 1-2 Extended Curricular Learning

Music- Deep Sea Explorers

Monday 25th January 2021 – Activity 1

VIPs

Music can be made with your body, or an instrument. The dimensions of music are the separate parts that describe an aspect of how the music sounds. Percussion instruments can be used to make a musical impression of the sea.

Today, you will learn about discoveries under the sea and how to create your own musical impression of the sea using your body, voice and musical instruments:

1. Complete the reading for productivity to find out more about the sea.
2. Listen to pieces of music related to the sea and think about how it makes you feel.
3. Design and make your own piece of music using your body and recycled materials to build an instrument.
 - ✓ Year 1 – Use cutting and sticking to decorate your instrument.
 - ✓ Year 2 – Use different materials to create a range of sounds on one instrument.

Deepen the moment

Create a recording of yourself playing your recycled instrument. You could involve other members of your household, sing, dance and even dress up! Add your videos to Class Dojo!



Reading for productivity- Lesson 2 DT

Sliders

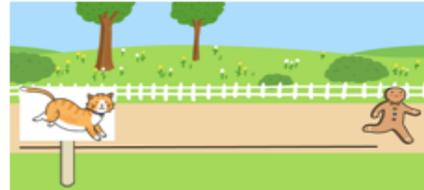
Remember, a mechanism is a device used to make movement. Sliders can move left and right or up and down.



1 Where can sliders move?

To make a sliding picture you will need:

- A background image
- An image of a character
- A stick or strip of card
- Scissors
- A ruler



2 Find and copy two things you will need to make a slider.

1. _____

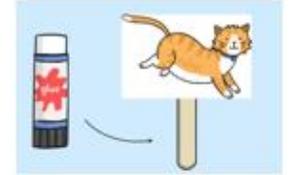
2. _____

1. First, draw two dots on either side of your background.
2. Use a ruler to join the dots up and then cut along the dots.



3 What should you use to ensure the line is straight?

3. Next, cut out your character and stick it on the end of the stick or strip of card.
4. Then, insert the stick into the slit you have made.
5. Finally, move the character back and forth.



4 Number the sentences below from 1 to 5 to show the correct order they should be done. The first one is done for you.

Then, insert the stick into the slit you have made.	<input type="checkbox"/>
Use a ruler to join the dots up and then cut along the dots.	<input type="checkbox"/>
Finally, move the character back and forth.	<input type="checkbox"/>
First, draw two dots on either side of your background.	<input checked="" type="checkbox"/> 1
Next, cut out your character and stick it on the end of the stick or strip of card.	<input type="checkbox"/>



Year 1-2 Extended Curricular Learning

DT- A Moving Story

Tuesday 26th January 2021- Activity 2

VIPs

To make a part move you will need a mechanism. The slider is a rigid bar that moves backwards and forwards along a straight line. A slider can make parts of an image move up and down or left and right. A story is a made-up series of events including at least 1 character.

Today, you will learn about sliding pictures and how and why they are made. You will also learn how to create your own story using moving parts.

4. Complete your reading for productivity.
5. Check your home for a sliding picture story.
6. Design your own sliding story using a story board (template attached).
7. Create your story on paper and add a sliding character or moving part.
 - ✓ Year 1 – Create a story with a beginning, middle and end.
 - ✓ Year 2 – Create a story with 4 key events. What could go wrong and how is it solved by the ending?

Deepen the moment

Tell your story to someone in your household or even upload a video to Class Dojo.





Reading for Productivity PSHCE:

What is mental health?



Mental health is about how you feel, think and sometimes behave. Lots of children have mental health problems and it means they can feel sad, angry or anxious.

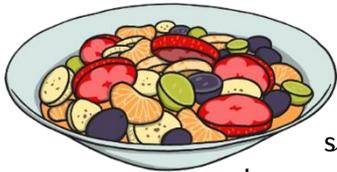
What might happen?

If we feel unhappy and we can't explain why, sometimes things can get out of control. If we don't deal with these feelings, things can get very messy. We might fall out with our friends. We might get into trouble at school. Our parents might get angry with us.

What Can We Do?

We often feel out of control of things that happen in our lives. We get told where we need to be, what time we have to leave, who's picking us up, even where we might be sleeping that night.

Eat Well, Feel Well



- We have all been told about healthy eating, and usually it's to keep our bodies fit and healthy. However, a good diet helps our mental health too.
- Don't skip meals. We are designed to have three meals a day with some healthy snacks in between. If we don't eat regularly or healthily, we can feel grumpy, tired, lose concentration and lack motivation to do anything.
- Eat breakfast every day. Our bodies and minds have run out of fuel during the night and we need to give ourselves a good start.
- Avoid takeaways and ready meals. They are often full of things which don't help our minds to work efficiently.
- Drink at least 6 glasses of water a day. It's vital for our brain's wellbeing.



Get Out there!

Exercise is very important for your mental health. Moderate exercise is recommended for up to 30 minutes a day. Have a go!

Help Other People

There's nothing like the feeling you get when you are appreciated by other people. Helping them is a great way to do something useful but also feel good about yourself.



Take Time Out

Things get really hectic at school these days and we can be just as busy at clubs and groups we go to after school. When do we make time for ourselves?

- Recharge your batteries – even if you just lie on your bed for 10 minutes in peace and quiet.
- Write down how you're feeling. It's a good way to get things off your mind without upsetting anyone else.
- Think of your favourite place. Remember what you might hear, see and feel like when you're there.



Questions:

1. Name three emotions that can be linked with mental health.

2. If we are eating an unhealthy diet will this help our mental health? Why?

3. How long should you exercise for each day?

4. How can helping someone make you feel about yourself?

5. Write one example of how you can 'recharge your batteries'.

6. What will you do from now on to improve your mental health?

Year 1-2 Extended Curricular Learning

PSHCE- Wellbeing

Wednesday 27th January 2021- Activity 3

VIPs

It is important to protect our mental health and to encourage others to protect theirs. Mental health is an individual's level of psychological well-being that can affect a person's mood, thoughts and behaviour. It is important to keep mentally well by being kind to ourselves.

Today, you will learn about the importance of well-being and having time for you. You will also learn about what it means to be fit and healthy and how you can support other people's mental health.

8. Complete your reading for productivity.
9. Design a healthy snack.
10. Optional- make your healthy snack.
11. Advertise your healthy snack using pictures, adjectives, a snappy slogan and the cost!
 - ✓ Year 1 – Use 3 or more ingredients to make a flavoursome treat.
 - ✓ Year 2 – Use ingredients from at least 2 different food groups to make your flavoursome treat.

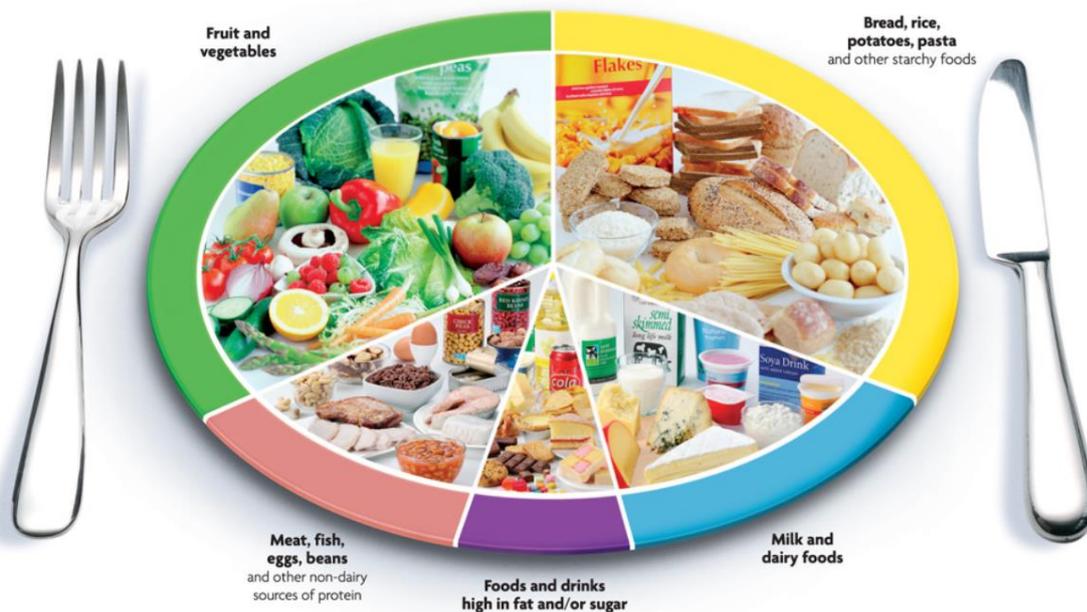
Deepen the moment

Use the 'Eat Well Plate' to find out which food groups you have consumed the most this week.

The eatwell plate



Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



Reading for Productivity Science:

Alive, dead or never been alive?

There are three categories we can group things into. These are: alive, dead or never been alive. Below are some examples of these categories.



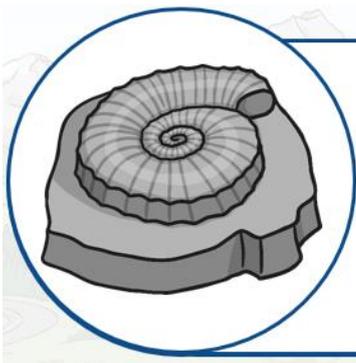
Things that are alive

Things that were once alive

Things that have never been alive

All things which are classed as 'alive' can do these seven things: move, feed, grow, get rid of waste (wee/poo), breathe oxygen, make more of their own type (reproduce) and respond to the place they are in (change/adapt).

Fossils are the remains of animals that lived a long time ago.



There are other things which have never been alive. We know they have never been alive because they aren't made from something that could do all of the seven things listed above.



Reading for productivity: Lesson 4 - Science

Questions

1. How many categories are there?

2. Name one example that is shown to be alive.

3. Name one example that is shown to be dead.

4. Find and copy 3 things that something which is alive can do.

5. Is a fossil alive? Explain your answer.

6. What else could be put in the 'never been alive' category?

7. Write 3 different examples of things that are alive.

Year 1-2 Extended Curricular Learning

Science- Alive, dead, never alive

Thursday 28th January 2021- Activity 4

VIPs

Some things are living, some things are dead and some things have never been alive. Living things move and grow.

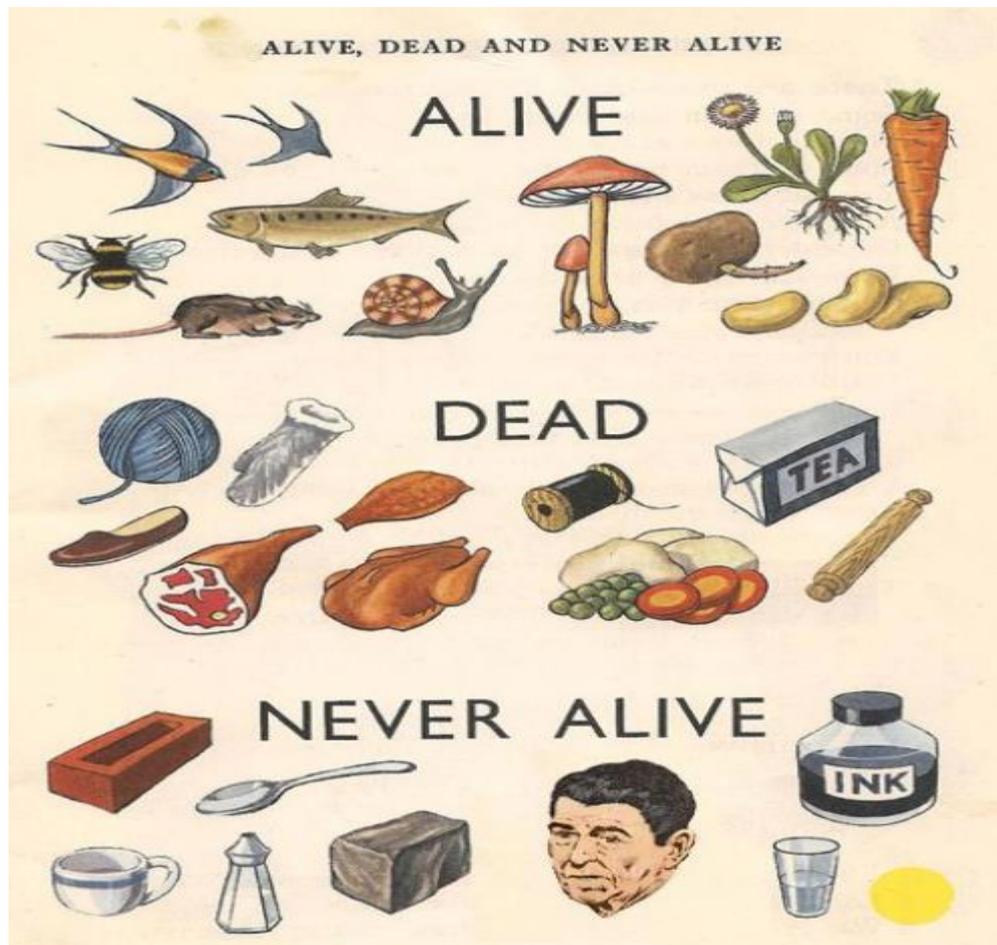
Today, you will learn about the differences between objects which are alive, dead and have never been alive. You will also explore your own home and local area to find out what is alive, dead and has never been alive near you.

12. Complete your reading for productivity.
13. Create a chart to write your alive, dead, never alive findings.
14. Go on a hunt.
 - ✓ Year 1 – Try to find 3 things for each category.
 - ✓ Year 2 – Try to find 4 things for each category.

Deepen the moment

Use pictures, photographs or writing to show how we change whilst alive.

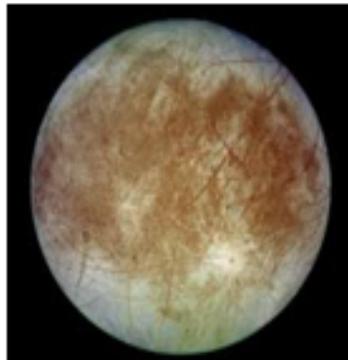
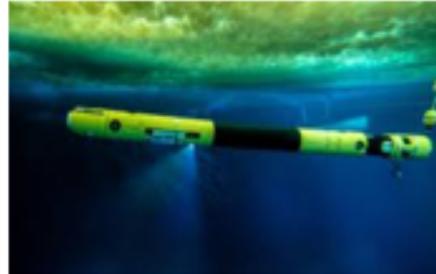
How have you changed since being a baby?



Reading for productivity: Lesson 5 - Computing

Algorithms in Antarctica

Scientists are using remote control robots in Antarctica. 'Icefin' is the name of this underwater vehicle which is being used to explore what is under the ice in Antarctica. It is also finding out more about the sea water and the affect it has on the ice.



Battling two months of stormy conditions and temperatures lower than -30°C , the researchers drilled a hole and lowered the Icefin robot into the freezing ocean waters below. Icefin then swam more than 1 kilometre below sea level that supports the glacier's huge floating ice shelf.

NASA hopes that robots like Icefin will one day explore the ice-covered ocean on Jupiter's frozen moon, Europa.

Robots have also been used to find out why there was a giant hole in the ice. Scientists used robots, as well as satellites and seals fitted with head sensors. Using this data, the team concluded that the recent holes were formed by a combination of intense storms, an underwater mountain, saltier water, and unusual ocean conditions.



Questions:

1. What is the 'Icefin' used for?

2. Why was a robot used to go under the ice instead of a human?

3. Where will NASA use robots like Icefin?

4. What 3 things were used to find out why there was a giant hole in the ice?

5. If you designed a robot what would it be used for and why?

Year 1-2 Extended Curricular Learning

Computing- Algorithms

Friday 29th January 2021- Activity 5

VIPs

An algorithm is a precise set of instructions. Codes can be used to shorten algorithms. Turning right means to turn in a clockwise direction. Turning left means to turn in an anticlockwise direction. A quarter turn is a 90-degree angle turn.

Today, you will learn how to use positional language, give and follow instructions as well as create your own algorithms.

15. Complete your reading for productivity.
16. Cut out your penguin counter and print your board/ make your own board.
17. Create a set of instructions using codes for your penguin to follow around your board.
 - ✓ Year 1 – Use the codes F and B for forwards and backwards. Use the codes L and R for left and right.
 - ✓ Year 2 – Use the codes F and B for forwards and backwards. Use the codes L90, R90 and L180 for left and right as well as half turns.

Deepen the moment

Starting at the albatross, use codes to visit all of the Antarctic animals.

